

GUIDESTEPS FOR THE PRINCIPAL INTERVIEW (I-2)

This form is used as a guide for the interview conducted with the principal or assistant principal in each building where a student observation is conducted. The purpose of the interview is to determine that the instructional leader knows the requirements of the law. The Principal Interview may be combined with the Administrator Interview when the same person performs both roles.

All interview responses must be transferred to the I-2 Summary and from there to the Summary of Findings.

Question	Instructions
QUESTION NUMBER and SOF LOCATION	
1. No Citation	Record the positive information for synopsis into the strengths of the LEA in the final report.
2. No Citation	LEA administrators must demonstrate knowledge of how the implementation requirements of the special education policies and procedures are being met. This is not a compliance call, however efforts to ensure implementation should be noted under LEA strengths. Lack of effort or knowledge should be noted under LEA concerns.
3. IV.A.1	LEA administrators must disseminate special education policies and procedures to all staff. Dissemination may be by paper copy or electronic copy.
4. I.A.1.c	LEA administrators must require all school-based staff review the special education policies and procedures related to child identification and referral on an annual basis. There must be documentation of staff review.
5. I.B.2.a	This item is used to ensure that child find activities are being conducted for children aged birth through 5 years. All LEA administrators must have knowledge of the resources of the AZ Early Intervention Program (AzEIP) and understand the referral process. AzEIP agencies that provide services include DDD, DHS, and ASDB. Local resources and methods differ between communities and the item should be marked "in compliance" if the administrator can explain that community's procedures AND the LEA has a system for ensuring that AzEIP referrals are effectively screened and/or evaluated. Unified and elementary administrators must have knowledge of active child find efforts including screenings conducted by the district and with Head Start or other community preschool programs. Charter school and Union high school administrators must also have knowledge of the referral process to district of residence for children aged 3 through 5. Administrators may need assistance in understanding that child find responsibility extends to birth.
6. IV.B.13	LEA principals must have knowledge of the procedures and timelines for the provision of services to preschoolers.
7. I.B.2.b	LEA principals must have knowledge of and implement the procedures to review records of incoming students and ensure screening of those without records.

<p>8. III.B.4.d</p>	<p>This item is used to determine if the special education staff is addressing the general curriculum in the development of IEPs.</p> <p>The item is marked in compliance if the principal:</p> <ol style="list-style-type: none"> 1. Provides a time frame (last spring, in August) for training specifically related to AZ Standards and IEP development 2. Indicates that special education teachers are working to align their instruction. <p>The item is marked in non-compliance if:</p> <ol style="list-style-type: none"> 1. No AZ Standards training has been conducted by the LEA 2. Only regular education staff have been addressing standards, or, 3. Special education staff has participated in general knowledge sessions related to the standards but have not explored the connection with the IEP.
<p>9. IV.B.3</p>	<p>This item considers issues related to administrative convenience versus the least restrictive environment for each student.</p> <p>This item should be marked in non-compliance if it is apparent that students are removed from their home schools for reasons other than the needs of the students.</p>
<p>10. IV.B.4</p>	<p>This item verifies that students with disabilities are not being discriminated against with regard to participation in all school activities.</p> <p>If there is any artificial barrier to participation, this item should be mark in non-compliance.</p>
<p>11. IV.B.8</p>	<p>This item verifies that students with disabilities are not being discriminated against with regard to the number of minutes of instruction for administrative convenience. Any shortening of a school day should be noted in the IEP with an explanation that relates to student need.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Paul does not have the stamina to complete a full day of school; therefore, he will go home at 1:00 until his capacity improves = In compliance. 2. Mary leaves class 5 minutes early so that the bus driver can get her onto the bus before the other students are dismissed = Not in compliance.
<p>12. V.B.1.d</p>	<p>This item verifies that staff is knowledgeable regarding confidentiality of student information.</p> <p>The principal should specify when training has occurred, and show the agenda that lists confidentiality training, if asked. The interviewer can determine if there is a need to obtain the agenda for verification.</p>
<p>13. V.B.5.c</p>	<p>This item is used to determine if the LEA is following proper procedures when suspending or expelling students with disabilities for more than 10 days.</p> <p>When the principal articulates most or all of the items listed on the interview form, the item is marked in compliance.</p> <p>Do not make a compliance call until the verification is complete.</p>
<p>14. No Citation</p>	<p>This item is used to solicit information regarding any areas of concern that are confronting the LEA in the provision of special education services. It is appropriate to ask probing follow-up questions. Information from this question can be incorporated into the strengths and concerns in the summary of findings.</p>

